MULTIMEDIA UNIVERSITY

STUDENT ID NO

MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 1, 2016/2017

TKM3151 – KNOWLEDGE MANAGEMENT

(All sections / Groups)

21 OCT 2016
9.00 A.M. – 11.00 A.M.
(2 Hours)

INSTRUCTIONS TO STUDENTS

1. This Question paper consists of 5 pages with 5 Questions only.

2. Attempt **ALL** questions. All questions carry equal marks and the distribution of the marks for each question is given.

3. Please print all your answers in the Answer Booklet provided.

KM-Knowledge Management

Question 1

(a) What is the difference between data, information and knowledge? Give an example for each to illustrate the difference.

(6 marks)

(b) Define and give some examples to illustrate each of the following terms:
   a. Tacit knowledge
   b. Explicit knowledge

(4 marks)

Question 2

(a) Explain the internalization and externalization processes of the Nonaka and Takeuchi's Spiral Model.

(4 marks)

(b) Sketch and explain the Bukowitz and Williams' KM Life Cycle.

(4 marks)

(c) Why is KM Life Cycle important for understanding KM?

(2 marks)

Question 3

(a) Describe the four types of organizational culture.

(4 marks)

(b) List two differences between organizational learning and learning organization.

(2 marks)

(c) Describe four components of a good KM strategy.

(4 marks)

Continued ... ...

Question 4

(a) Apply your understanding on approaches for tacit knowledge acquisition by Parsaye (1988) to explain **four benefits** of the method used for capturing tacit knowledge in the following case in Xerox.

> It is, of course, not enough to create rich environments where people can share. Xerox provides lots of these environments: online Knowledge Universe with a catalog of best practices, chat rooms for CoPs, a company Yellow Pages, and a section of the public website, Knowledge Street, which is devoted to promoting knowledge sharing. Also required are good ideas, leadership, and motivated people. A few years ago, Jack Whalen, a sociologist, spent some time in a Xerox customer service call center outside Dallas studying how people used Eureka. The trouble was that the employees were not using it. Management therefore decided workers needed an incentive to change. To this end, they held a contest in which workers could win points (convertible into cash) each time they solved a customer problem, by whatever means. The winner was an eight-year veteran named Carlos, who had more than 900 points. Carlos really knew his stuff and everyone else knew this too. Carlos never used the software.
>
> The runner-up, however, was a shock to everyone. Trish had been with the company only a few months, had no previous experience with copiers, and did not even have the software on her machine. Yet her 600 points doubled the score of the third-place winner. Her secret: she sat right across from Carlos. She overheard him as he talked, and she persuaded him to show her the inner workings of copiers during lunch breaks. She asked other colleagues for tips too. This story illustrates how knowledge gets shared. The point is not the software but how many people can sit next to Carlos! There is no single best practice for sharing knowledge—both technology and subject matter experts are needed. And sometimes storytelling is the best way to transfer knowledge. Most managers see this as a waste of time, but instead of breaking up the coffee machine cliques, companies should make opportunities for storytelling at informal get-togethers that are loosely organized as offsite meetings, and also through videotapes and bragging sessions.
>
> Source: Eureka Project at Xerox. APQC Case Study. http://www.apqc.org

(4 marks)

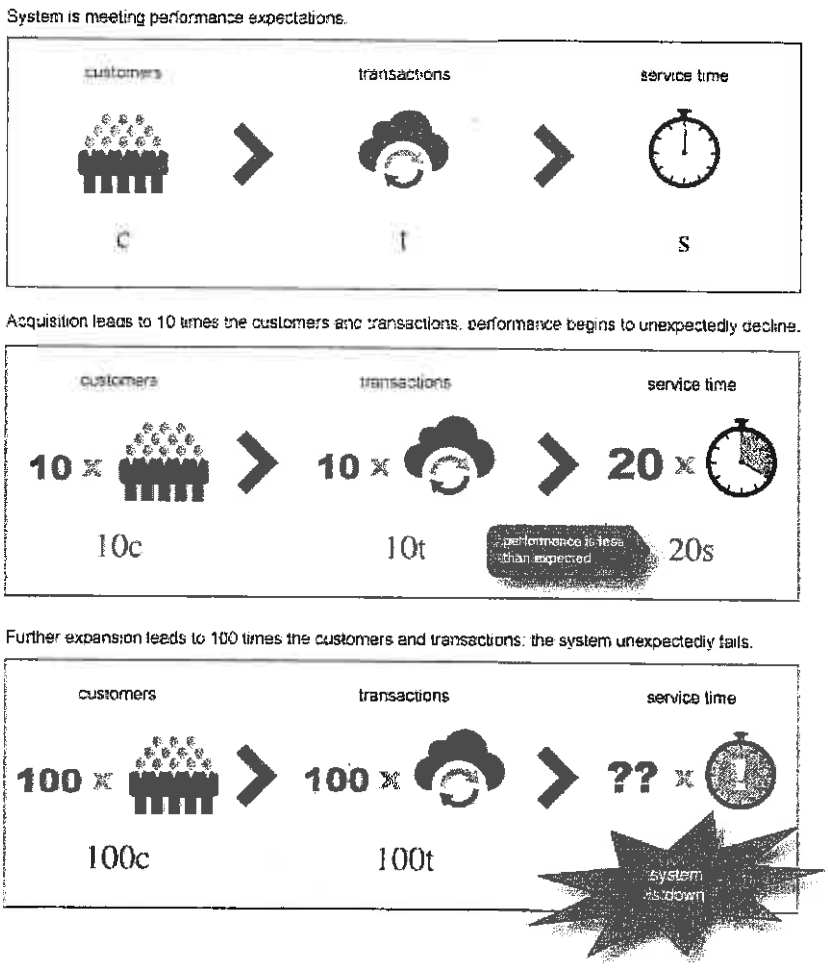
(b) Differentiate the six categories of Bloom's Cognitive Domain.

(6 marks)

Continued ... ...

Question 5

(a)



Reference: http://acrtek.com/

Consider the following example of a simple IT system that is designed to work with transactions arriving at a server from end-users as illustrated above. The server executes the transactions at a rate of t per second. The data needed to service each transaction is found in the memory of the server because the size of the data is small and covers c customers in number. The service time for each transaction is s seconds.

Now the business suddenly expands through acquisition. The number of customers rises to $10c$, the transaction rate rises to $10t$. But suddenly the service time rises to $20s$, instead of the expected $10s$. Investigation shows that now 5% of the data requests are not found in the server memory and the server has to ask for these to be provided by the I/O subsystem, which is attached to the server. These requests come from the cache store at the front-end of the I/O system.

Continued ... ...

Then the business suddenly expands again to 100c customers. Now we find that 50% of the data requests go to the I/O subsystem cache. But the I/O system cache has limited data capacity, so now 10% of the requests have to be serviced by the physical-spinning I/O disk, which is beyond the cache. Eventually the service time to users becomes so long that the system is declared 'down'.

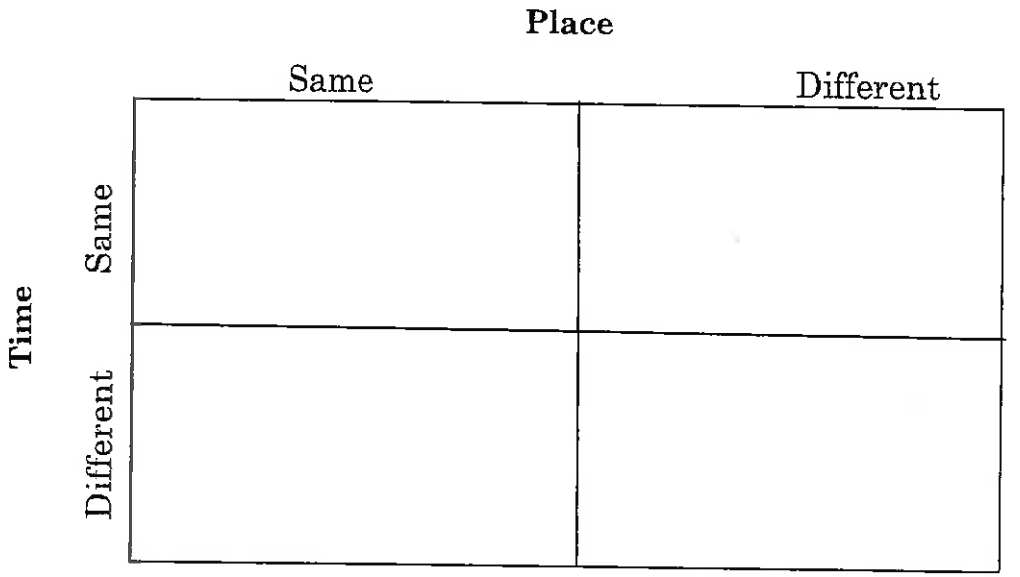
(i) Is this a problem of *detail complexity* or *dynamic complexity*? Justify your answer.

(ii) What is the implication of identifying the problem as your answer in (i)?

(6 marks)

(b) Fill in each of the blank spaces in the table with an example of groupware and collaboration tool.

(4 marks)



End of Paper.